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ABSTRACT

This paper presents an alternative plan to the system of academic tenure instituted at Webster College in Missouri. The alternative plan allows several options to faculty members: (1) with the 3rd-year contract, a faculty person may negotiate for a 1-semester sabbatical at half-salary or a summer sabbatical with negotiable salary; (2) with the 4th-year contract a faculty person may negotiate for a 2-semester sabbatical with half salary of a 1-semester sabbatical at full salary; or (3) with the 5th-year contract, a faculty member may negotiate for a 1-semester sabbatical at full salary. Given these options, the faculty of the college are subject to certain demands: a year's service commitment to the college following the sabbatical; a review of the sabbatical plan by an Ad Hoc Committee; and a possible waiver of tenure. The Sabbatical Plan should add much to the academic stature of the college; and the college, it is felt, will profit considerably from faculty experience gained through sabbaticals. (HS)

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WEBSTER COLLEGE

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The tenure plan at Webster College has two parts, Plan A, which is the routine tenure scheme in operation at virtually every college and university in the United States; and Plan B, an alternative to Plan A. The Board of Directors and the Faculty Constituent Assembly adopted the guideline that not more than one-third of the full-time faculty can, at any time, be on Tenure Plan A. It is the aim of Webster College to make Tenure Plan B so much more attractive that all or nearly all of the faculty will opt for that alternative.

Plan B is conceived as a faculty development plan. As a small liberal arts college, Webster College has a large number of young faculty members. In positing Tenure Plan B, the College was conscious that waiting seven years to take a sabbatical may be too long a time. At the end of seven years, their enthusiasm may have been lost; beyond that, the rate of growth of knowledge is now so rapid that after seven years there is a great deal which is obsolete or obsolescent. The College has therefore posited a more generous sabbatical plan which would allow faculty members to take a semester off at the end of a three-year period (see Page 6 of the Tenure Plan, inclosed). Other kinds of arrangements can be made at the end of four or five years. The faculty member who is on Plan B waives routine tenure.

Plan B should be seen not as an attack on the tenure system but as a plan to posit a logical and, we think, superior alternative, designed to keep the faculty alive, vibrant and developing.

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The following documents are the recommendations of the faculty concerning:
A. The Tenure Plan; B. The Sabbatical Plan; C. Tenured Faculty; and D.
Faculty Options for Sabbaticals.

Part A. The Tenure Plan

I. Academic Tenure

Tenure means that the faculty member is appointed to a permanent position within the academic body of the college. It is an instrument to encourage and preserve the atmosphere of academic freedom and research. Tenure is also a means:

- a) to attract and retain men and women of ability in the teaching profession,
- b) to evoke the commitment of one's energies to the progress of the educational institution,
- c) to promote unity in the achievement of the educational goals of the institution,
- d) to promote long-range goals with a sense of seeing them through, especially in the face of difficulties,
- e) to bring stability and strength to a faculty subject to frequent changes of personnel.

- II. These positive aspects of tenure outweigh the problem of risk that the educational institution runs in granting a teacher tenure. It could happen that once tenured an individual teacher could cease to contribute positively and constructively to the progress of the institution. This element of risk we feel can be reduced to the minimum by the following suggested principles.

General Principles concerning academic tenure.

- A. Probationary periods should be established before tenure is granted. This will provide the educational institution a sufficiently long period to judge the worth of the individual teacher.
- 1) The probationary period of a full-time faculty member beginning his career with the institution should not exceed seven years.
 - 2) The probationary period of a full-time faculty member who comes from another institution where he has served as a full-time teacher for three or more years should not exceed four years.
 - 3) In either case tenure may be offered before the probationary period is completed, provided that the probationary period be at least one year.

B. Notice of non-reappointment should be given in writing in accordance with the following standards:

- 1) Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one year appointment terminates during an academic year, at least three months in advance of its termination.
- 2) Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two year appointment terminates during an academic year, at least six months in advance of its termination.
- 3) At least twelve months before the expiration of an appointment after two or more years in an institution.

III. It belongs to the Board of Directors and the Administration to make the decisions concerning the granting of tenure to teachers. The faculty, however, should have a consultative voice. Faculty members, therefore, must accept the difficult and delicate responsibility of serving on a committee for academic tenure.

A. The following procedures are recommended by the ad hoc committee on Tenure as first steps to initiate the tenure program.

- 1) A standing committee of six tenured faculty members drawn from a cross-cut of academic disciplines should be established.
- 2) This committee will serve as a consultative body for the Board of Directors and Administration concerning matters of tenure.
- 3) The specific responsibility of the Standing Committee on Tenure is to review once a year each and every full-time faculty member to determine whether recommendations for tenure should be made in cases where tenure decisions are due. In other words, recommendations for academic tenure to the Dean of Faculties come from the Faculty Committee on Tenure. The Faculty Committee on Tenure should work out its own procedures concerning methods of evaluation subject to approval by Faculty Steering Committee.
- 4) The Tenure Committee should be so structured as to allow a rotation of two new members per year.
- 5) An individual teacher is free to negotiate for tenure with the Dean of Faculties. However, in such cases the Faculty Committee on Tenure is to be consulted.
- 6) All petitions and recommendations for tenure whether by the individual or by the Committee on Tenure should be filed with the Dean of Faculties, the chairman of the department, and with the Faculty Committee on Tenure.

- 7) That the probationary period of present faculty include the years already served at the college (not necessarily consecutive years).
- 8) That the probationary period of present faculty include at least three years of previous full-time service at another insitution.
- 9) That the probationary period of present faculty and new faculty be stated in each and every full-time contract.
- 10) That the students should have a formal voice in matters of tenure. The exact procedure of this formal input is left to the student to provide. The student voice should provide the Faculty Committee on Tenure input concerning teacher evaluation.

The Evaluation Procedure for the Tenure Plan

- Two Parts: 1) The four major inputs
2) The evaluating instrument

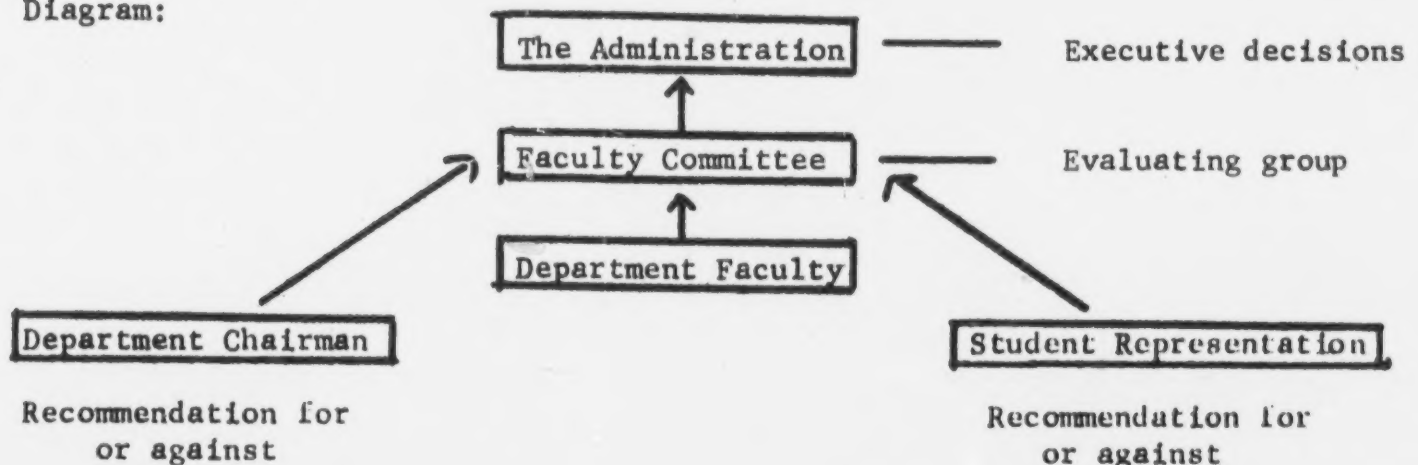
Part I: The Four Major Inputs

- 1) The administration - executive input
- 2) The faculty committee - evaluative input
- 3) Department chairman - recommendation for or against
- 4) Student representation - recommendation for or against

Description:

- 1) The administration makes the decision concerning the granting of tenure based on the evaluation submitted by the Faculty Committee on Tenure.
- 2) The Faculty Committee makes its recommendation for or against tenure.
 - a) by using the evaluation instrument
 - b) by consultation with department chairman and department faculty.
 - c) by consultation with members of the faculty who wish to make an input.
 - d) by consultation with the student representatives
- 3) The Department Chairman makes a recommendation for or against Tenure
 - a) by using evaluation instrument
 - b) by consultation with the full-time members of the department.
 - c) by consulting with the majors of the department
 - d) in the situation where the department chairman is being evaluated, the department should elect another full-time faculty member as representative to the Faculty Committee on Tenure.
- 4) The Student Representation makes its input to the Faculty Committee. The evaluation instrument should be a guide line.

Diagram:



Rationale: This procedure with its various inputs should offer a mosaic of the teacher eligible for tenure. Such a mosaic should influence the decision for granting or non-granting of tenure.

This procedure also places responsibility on students, department chairmen, faculty, and administration to examine the profiles of the faculty members.

Part II: The Evaluating Instrument

- 1) Number of years of service at Webster
- 2) Profession status in terms of earned degrees
- 3) Additional profession experience brought to the discipline (research, travel, workshops, institutes)
- 4) Published articles or research
- 5) Lecture engagements
- 6) Ability to communicate subject matter to students
- 7) Concern for students who are having problems with the course
- 8) Statement of objectives at the beginning of course
- 9) Class-evaluation as to whether objectives were reached
- 10) Involvement and creative contribution to the college community
- 11) Service on Faculty Committees
- 12) Willingness to work with others for welfare of college
- 13) Involvement with communities outside college
- 14) Willingness to experiment with or use newer techniques developed by educational research.
- 15) Willingness to use negative criticism concerning teaching techniques.

Part B. The Sabbatical Option Plan

I. The Sabbatical Plan offers an option to the Tenure Plan. It is designed to give greater options to faculty members in planning their futures at Webster.

Under the Sabbatical Plan full-time faculty members may negotiate the following options:

- A. With the third year contract, a faculty person may negotiate for a one-semester sabbatical at half-salary, or a summer sabbatical with negotiable salary.
- B. With the fourth year contract a faculty person may negotiate a two-semester sabbatical with half salary or a one-semester sabbatical with full salary.
- C. With the fifth year contract, a faculty person may negotiate a one semester sabbatical with full salary plus a summer sabbatical with full salary.

II. Clarifications

- 1) Faculty who choose to participate in the Sabbatical Plan negotiate a yearly contract with the option stated.
- 2) Faculty who participate in the Sabbatical Plan make a commitment of one year of service to the college after completion of the Sabbatical.
- 3) Sabbaticals are not granted automatically but require a reasonable goal and a tentative outline for reaching the goal.
- 4) Sabbaticals should be negotiated by faculty member with department chairman and Academic Dean. However, it is recommended that an Ad Hoc Faculty Committee assist in evaluating Sabbatical requests.
- 5) Faculty who choose to participate in the Sabbatical Plan by so doing indicate they are waiving tenure. However, this waiver is not meant to be definitive and may be re-negotiated.
- 6) Faculty are encouraged to seek funding for their Sabbaticals by way of grants or salary to alleviate the financial burden of the college.
- 7) The Sabbatical Plan should add much to the academic stature of the college which would profit considerably from faculty experience gained through sabbaticals.

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